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ABSTRACT

Incorporating information and perspectives from national and state preschool education standards and other resources, this document presents the guiding principles, program goals, content standards and performance standards for domains of development for preschool children in Connecticut. The four domains are: (1) personal and social development; (2) physical development; (3) cognitive development; and (4) creative expression/aesthetic development. Among the principles guiding the development of this document are the recognition that early learning and development are multidimensional, that young children are capable and competent, that developmental rates vary among individuals, and that knowledge of child growth and development and consistent expectation are essential to maximizing educational experiences for children and to developing and implementing programs. Each developmental domain section delineates program goals to be achieved by completion of preschool, lists program content standards, and examines performance standards for each of the content standards. (KB)

The Connecticut Framework

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Preschool Curricular Goals and Benchmarks

State of Connecticut
State Board of Education 1999

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Connecticut's Preschool Curriculum Framework

and Benchmarks for Children in Preschool Programs

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Introduction

The *Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs* was developed by the State Department of Education, Bureau of Early Childhood Education and Social Services, with the assistance of the EASTCONN regional educational service center. This document incorporates information and perspectives from a wide array of resources, including:

- National Education Goal One Panel technical reports and consultation with panel members;
- federal standards, e.g., *Head Start Program Performance Standards*, British Columbia standards, and standards from other states, including Minnesota and Maryland;
- nationally recognized assessment protocols, e.g., Work Sampling System, Child Observation Record;
- Connecticut Department of Education curriculum frameworks; and
- Connecticut Mastery Test, Grade 4 objectives.

Draft documents were reviewed and critiqued by focus groups and by a convocation of early childhood educators from colleges and universities, public and independent schools, community child-care and education programs, professional associations, regional educational service centers and other state agencies.

Guiding Principles

There are a number of principles from which the development of the *Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs* emanates. The following are guiding principles:

- **Early learning and development are multidimensional; developmental domains are highly interrelated.**
Development in one domain influences development in other domains. For example, children's language skills affect their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Content standards and performance standards listed for each domain could also be cited in different domains.
- **Young children are capable and competent.**
All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children, regardless of their backgrounds and experience.
- **There are individual differences in rates of development among children.**
Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff members to adapt expectations of individual children or adapt experiences so that children can be successful in achieving a particular performance standard. Additionally, each child is raised in a cultural context that may affect the approach that the teacher uses with each child.

- **Children will exhibit a range of skills and competencies in any domain of development.**

All children within an age group should not be expected to arrive at each benchmark at the same time or master each standard to the same degree of proficiency.

- **Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children and to developing and implementing programs.**

Early care and education program staff members must agree on what they expect children to know and be able to do (benchmark knowledge) within the context of child growth and development. With this benchmark knowledge, early childhood staff members can make sound decisions about appropriate curriculum for the group and for individual children.

- **Families are the primary caregivers and educators of their young children.**

Families should be aware of programmatic goals, experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Program staff members and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they need to support children's learning and development.

- **Young children learn through active exploration of their environment through child-initiated and teacher-selected activities.**

The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. There should therefore be a balance of child-initiated and teacher-initiated activities so as to maximize children's learning.

Organization of this Document

The *Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs* is organized by using four domains of development:

- personal and social development
- physical development
- cognitive development
- creative expression/aesthetic development

As stated previously, there is interdependence among the domains. Therefore, content standards and performance indicators in each domain reflect an overlap among domains. For example, the creative expression/aesthetic development domain contains the performance indicator "assume the role of someone or something else and talk in the language/tone appropriate for that person/thing." This indicator also requires cognitive and social knowledge of the person or thing, oral language skills (voice, tone, vocabulary) and physical skills to imitate the actions of others. Therefore, this document must be considered as a whole when considering the development of preschool-age children.



Personal and Social Development

Program Goals

By the end of preschool, children will:

- demonstrate a sense of self as a learner;
- demonstrate a sense of responsibility to oneself and others; and
- demonstrate effective functioning, individually and as a member of a group.

Content Standards

Preschool programs will provide children with opportunities to:

- exhibit curiosity, creativity, self-direction and persistence in learning situations;
- describe themselves using several basic characteristics;
- demonstrate awareness of one's own and others' feelings;
- participate in and exhibit self-control in group situations;
- interact appropriately with peers and familiar adults;
- use age-appropriate conflict-resolution strategies; and
- recognize similarities and appreciate differences in people.

CONTENT STANDARD — Personal and Social Development

Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **engage in activities that they select or create and demonstrate self-direction in use of materials;**

Children will make independent decisions about what learning center or materials to work with and will get and use the materials they need.

Example: As a result of a field trip to a construction site, children decide to re-create one in the block area. They decide that they need blocks, fences and sticks to make the scaffolding. After gathering the materials needed, children use them to build the site.

- **sustain attention to task;**

Children can remain engaged in an activity that they have selected for a minimum of 15 minutes.

- **demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem;**

Children will attempt several different strategies when encountering difficulty while they are using materials.

Examples: A child wants to use a ball and tries to reach it herself. When she can't reach it herself, she asks for a friend's help. Children attempting to build a butterfly house use Scotch tape to put the netting onto the frame. This does not work, so they decide to use masking tape, which doesn't work either. They then use staples.

- **demonstrate delight or satisfaction when completing a task or solving a problem;**

Children receive pleasure or gratification when completing a task or solving a problem by themselves.

Example: After 10 minutes, a child completes a difficult puzzle with no assistance. She smiles and shouts, "I finally did it!"

CONTENT STANDARD — Personal and Social Development

Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- refer to themselves by first and last name; and
- identify themselves by family and by gender.

Children will state whether they are a girl or a boy. They will identify the members of their family by their roles in the family, e.g., mother, brother, grandmother, uncle.

CONTENT STANDARD — Personal and Social Development

Preschool programs will provide children with opportunities to demonstrate awareness of one's own and others' feelings.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- use words to express emotions or feelings.

Children move from more physical displays of emotions and begin to verbalize them.

CONTENT STANDARD — Personal and Social Development

Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **participate in small- and large-group activities;**

Children will participate in a variety of small-group activities such as cooking and reading together, and in large-group activities such as circle time and creative movement.

- **manage transition from one activity to the next;**

Children will clean up and put away materials in appropriate places and move to the next activity with few verbal prompts.

- **follow classroom and playground rules; and**

Children will demonstrate an understanding of classroom and playground rules. They will also participate in the development of rules.

- **be aware of and follow the classroom schedule and routines.**

Children will be familiar with and follow the daily schedule and routines. They will be able to tell another person what activity comes next and about any special activity planned for the day.

CONTENT STANDARD — Personal and Social Development

Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **interact with one or more children, beginning to play or work cooperatively;**

Children are moving from parallel to cooperative play. Children will engage in activities that involve interactions with one or more children to enhance socio-dramatic play or to work together to build or complete a project.

Examples: Children decide that they will launch a shuttle. Children assign roles and tasks and carry out the activity. Children will work together to complete a puzzle.

- **enter into or initiate a play situation;**

Children will enter into a play situation. Children will initiate a play theme with peers.

Examples: Two children are building with Legos. Miguel walks over to the table and asks, "Can I play?" Kim asks the children and the teacher to pretend that they work in an emergency room.

- **demonstrate empathy and caring for others; and**

Children assist other children in clean-up or work together to complete a project. If one child gets injured, other children will acknowledge how that child might be feeling and offer help.

- **seek help from peers or adults.**

When children need assistance with a self-help task or in solving a problem, they will ask for help from adults or peers in the classroom.

CONTENT STANDARD — Personal and Social Development

Preschool programs will provide children with opportunities to use age-appropriate conflict-resolution strategies.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- use words to identify the conflict;

Children will use words to identify the problem they are having with a peer.

Example: A child approaches a teacher and says, "Anne won't let me have a turn on the swing."

- engage in developing solutions and work to resolve conflicts; and

Children will participate in the facilitation of a conflict resolution by an adult, agree to a solution and follow it.

Example: A child approaches a teacher and says, "Anne won't let me have a turn on the swing." The teacher facilitates a problem-solving session with the two children to identify the problem and to brainstorm possible solutions. The children decide that Anne will have five more minutes on the swing and then it will be Jason's turn.

- seek adult help when involved in a conflict.

If a child cannot resolve a conflict with another child, he or she will ask an adult for assistance.

CONTENT STANDARD — Personal and Social Development

Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- state at least two ways in which children are similar and two ways in which they are different; and

Children notice similarities and differences between themselves and others. Children verbalize these similarities and differences.

Examples: Children recognize similarities in eye color, favorite activities, gender and family make-up (e.g., younger brothers or sisters).

- interact with a variety of children in the program.

Children will choose to engage in activities with a variety of peers. They will play with others regardless of gender, race or ability.



Physical Development

Program Goals

By the end of preschool, children will:

- demonstrate control, balance, strength and coordination in gross-motor tasks;
- demonstrate coordination and strength in fine-motor tasks;
- participate in healthy physical activity; and
- practice appropriate eating habits, hygiene and self-help skills.

Content Standards

Preschool programs will provide children with opportunities to:

- engage in a wide variety of gross-motor activities that are child selected and teacher initiated;
- use a variety of materials that promote eye-hand coordination and small-muscle development;
- demonstrate spatial awareness in both fine- and gross-motor activities;
- choose nutritious meals and snacks; and
- practice basic hygiene and self-help skills.

CONTENT STANDARD — Physical Development

Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **demonstrate competence in a variety of activities that require coordinated movement using large muscles;**

Examples: Climbing stairs and ladders, jumping, hopping, dancing, creative movement.

- **perform activities that combine large-muscle movements with equipment;**

Examples: Catching, throwing or kicking a ball, riding a tricycle, using a slide or swings, creative movement.

- **combine a sequence of several motor skills in an organized way; and**

Examples: Doing an obstacle course; participating in a creative movement activity, using music with movement.

- **choose to engage in physical activity that is child selected or teacher initiated.**

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CONTENT STANDARD — Physical Development

Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **perform fine-motor tasks that require small-muscle strength and control;**

Examples: Using a paintbrush, glue stick, paper punch or scissors; building with Legos or similar manipulative materials.

- **use eye-hand coordination to successfully perform fine-motor tasks; and**

Examples: Doing puzzles; building block structures; cutting with scissors; stringing beads.

- **show beginning control of writing, drawing and art tools.**

Examples: Holds a pencil or marker with a functional grasp; uses dry erasers or chalk on a board; uses tools for Play Dough.

CONTENT STANDARD — Physical Development

Preschool programs will provide children with opportunities to demonstrate spatial awareness in both fine- and gross-motor activities.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- move through an environment with body control; and

Children develop motor control, coordination and balance in the early years. A child should be able to walk in the classroom and not bump into furniture or people.

- demonstrate spatial awareness in fine-motor activities.

Children will demonstrate an awareness of top and bottom, up and down.

Examples: Hold a book with top up; use a shape sorter.

CONTENT STANDARD — Physical Development

Preschool programs will provide children with opportunities to choose nutritious meals and snacks.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- recognize and eat a variety of nutritious foods.

When presented with several foods, children will be able to tell which are considered healthy foods to eat.

Example: Participate in the preparation of healthy snacks and meals. Select foods that are healthy.

CONTENT STANDARD — Physical Development

Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **practice personal hygiene; and**

Children will wash hands, brush teeth, toilet independently and use tissues appropriately.

- **use self-help skills.**

Children will put on and take off clothes. They will select, use and put away materials.



Cognitive Development

Program Goals

By the end of preschool, children will:

- demonstrate the ability to think, reason, question and remember;
- engage in problem solving;
- use language to communicate, convey and interpret meaning; and
- establish social contacts as they begin to understand the physical and social world.

Content Standards

Logical – Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to:

- express wonder, ask questions and seek answers about the natural world;
- recognize and solve problems through active exploration, including trial and error and interacting with peers and adults; and
- organize and express their understanding of common properties and attributes of things.

Language and Literacy

Preschool programs will provide children with opportunities to:

- communicate their experiences, ideas and feelings by speaking;
- listen with understanding to directions, conversations and stories;
- exhibit interest in reading; and
- use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.

CONTENT STANDARD—Cognitive Development

Logical – Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **ask questions about and comment on observations and experimentation;**

Children are naturally curious. When provided with opportunities to observe and investigate the environment, they will ask questions about and comment on their observations and what they discover.

Examples: Children will ask, "Where does the sun go to sleep?" and "How come the sun keeps following me?" Comment on how fast or slow sand from the sand table flows through their fingers or fists; and observe or predict the differences in a balloon filled with water and one filled with air.

- **collect, describe and record information; and**

Children will make comparisons among different objects using different senses. They will use words to describe their experiences.

Examples: After tasting several different types of apples, children will compare their taste, color and texture; plant seeds, observe, discuss, draw and write (with adult help) about the growth of plants. During a walk around the neighborhood or in the park, children will collect objects (e.g. leaves, twigs) for the nature table for observation and discussion.

- **use equipment for investigation.**

Children will use a variety of materials for investigation and data collection.

Example: Use magnets, sieves, wire whisks, magnifying glasses, microscopes, scales, tape measures, photographs, drawings or videos.

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CONTENT STANDARD — Cognitive Development

Logical – Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **make and verify predictions about what will occur;**

Children will make predictions about what will occur based on observations, manipulation and previous experiences. They will use resources such as experiments, books, computer software, peers and adults to verify their predictions.

Examples: After experimenting with mixing colors at the easel, predict which color will be made when two colors are mixed together. As they use magnets on various objects, verify which objects the magnet attracts.

- **compare and contrast objects and events;**

Children will identify attributes for comparison, compare characters of stories or events of stories, note similarities and differences, or find patterns.

Example: Compare the similarities and differences in the animals depicted in *The Great Kapok Tree* and *A Nice Walk in the Jungle*.

- **classify objects and events based on self-selected criteria; and**

Children will identify ways to organize objects or information and provide the rationale for their method of classification.

Examples: Sort objects based on whether they were found at the ocean or in the park or woods.

- **use language that shows understanding of scientific principles to explain why things happen;**

Children will use vocabulary that indicates their understanding of scientific principles.

Example: Use words such as sink, float, melt, freeze, liquid, solid.

CONTENT STANDARD — Cognitive Development

Logical – Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.
(continued)

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **engage in a scientific experiment with a peer or with a small group.**

Children will conduct observations or experiments with one peer or with a small group using sharing and turn-taking skills.

Examples: Several children will place a Hula-Hoop on a piece of grass; they will observe what is inside the hoop and jointly record their observations. Make applesauce; describe the process and changes they observe.

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CONTENT STANDARD—Cognitive Development

Logical – Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **recognize simple patterns and duplicate or extend them;**

Children will use a variety of manipulatives and art media to create or imitate visual or auditory patterns.

Examples: Using rhythm sticks, invent a pattern, with other children and adults copying and adding another beat to the sequence.

- **create and duplicate patterns and shapes using a variety of materials;**

Building on their recognition of patterns, children will create their own patterns with a variety of materials and duplicate patterns presented to them.

Example: Create a symmetrical pattern when using unit blocks to build a house. Create simple patterns with colored rubber bands when using geoboard. Create and repeat patterns according to size, while stringing beads. Repeat a sound pattern during music, e.g. two taps with rhythm sticks; pause; then three taps.

- **sort objects by one or more attributes and regroup the objects based on a new attribute;**

Children will classify objects by attributes that they select.

Examples: Sort pictures of animals based on the attributes of number of legs and color. Sort transportation vehicles based on where they are used (land, air or sea). Sort objects by what belongs and does not belong to a group.

CONTENT STANDARD — Cognitive Development

Logical – Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.

(continued)

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **order several objects on the basis of one attribute;**

Children will arrange objects in a sequence that they can explain.

Examples: Notice who is shorter, taller, tallest. Organize a collection of plastic farm animals by size, going from smallest to biggest. Arrange a collection of unit blocks from longest to shortest.

- **show spatial awareness by demonstrating an understanding of position and order;**

Children will use vocabulary to indicate their knowledge of position and order.

Examples: Near, far, top, bottom, under, over, first, second, last.

- **use common instruments to measure things;**

Children will use a variety of instruments to measure weight, volume, height, distance and temperature.

Example: When cooking, use measuring cups and spoons to add ingredients. Determine how many footsteps it will take to move from one place to another. Use scales to balance various objects.

- **demonstrate understanding of one-to-one correspondence while counting.**

Children will count objects and make the connection between number and quantity.

Examples: A child is assigned the task of setting the table for snacks and must count out and place the correct number of napkins and cups for the number of children in the classroom. Children count beads as they are stringing them and assign the correct number to each bead.

CONTENT STANDARD—Cognitive Development

Logical – Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.
(continued)

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **show curiosity and independent interest in number-related activities;**

Children will engage in counting and discussing quantity as they play.

Examples: Children will discuss their age or tell how many siblings they have (may use fingers to indicate the number); guess the number of cookies on a plate; repeat counting rhymes and singing games with numbers.

- **estimate and verify the number of objects;**

Children will make estimates of quantity, distance, weight and length, and use measuring tools and other ways to verify the estimation.

Examples: While playing at a water table, estimate the number of cups of water needed to fill a large container; then fill the container and compare the result to the estimate. Estimate the number of unit blocks needed to build a road across a "play city." After building the road, count how many blocks were actually used and compare the figures.

- **demonstrate an understanding of sequence of events and time periods; and**

Children will describe or represent a series of events in the appropriate sequence. Children will use words to denote time periods or a sequence of events.

Examples: Talk about time periods by events such as eating cereal in the morning before coming to school. Be able to tell the steps of making butter from cream. Use words such as before, after, today and tomorrow appropriately. Read stories dealing with time periods or sequence of events, e.g., *The Very Hungry Caterpillar*.

- **collect, organize and display information.**

Children will demonstrate a variety of strategies to share information.

Examples: Drawings, clay models, computer graphics, graphs, charts, photographs, videos.

CONTENT STANDARD—Cognitive Development

Language and Literacy

Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **speak clearly, including use of appropriate tone and inflection;**

Children will moderate volume, speaking so that their words will be understood by peers and adults.

- **use multiple-word sentences or phrases to describe ideas, feelings and actions;**

Children will use several sentences, with at least five words in each sentence, to respond to a question or express ideas, thoughts and feelings.

- **speak to initiate a conversation or enter into a play situation; and**

Children will use language to engage in conversation by making statements or by asking questions.

Example: Child enters sociodramatic area and states, "Okay, I'll be the big brother and I'm back from working at Burger King."

- **speak for a variety of other purposes.**

Children use language to retell stories and experiences, make up stories, describe, ask questions, get information and ask for assistance.

Example: Children carry on a telephone conversation in dramatic play.

CONTENT STANDARD—Cognitive Development

Language and Literacy

Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **demonstrate understanding of basic conversational vocabulary;**

Children will respond to their names, requests for action or information, and follow two-step directions.

Example: Follow routine classroom instructions, e.g., put the cup in the trash when you finish your juice.

- **demonstrate understanding of messages in conversation; and**

Children will attend to conversation and indicate understanding by their behavior.

Examples: Understand and respond to a stated change in the daily schedule. Listen to a nursery rhyme on tape and respond by doing activities suggested by the nursery rhyme.

- **retell information from a story.**

After listening to a story, children will retell the basic story line and will recall characters and location.

CONTENT STANDARD — Cognitive Development

Language and Literacy

Preschool programs will provide children with opportunities to exhibit interest in reading.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **show independent interest in reading-related activities;**

Children will choose to read a book or engage in reading-related activities during learning-center time.

Examples: Use pictures in a book to "read" a story to peers. Listen to a book on tape in the listening center. Improvise parts of a story during dramatic play.

- **attend to a story;**

Children will listen with interest to a story read or told by an adult or another child.

- **demonstrate book awareness;**

Children will hold a book upright, turn pages from the front of the book to the back, and scan pages from top to bottom and left to right.

- **recognize matching sounds and some printed letters; and**

Children will begin to become aware of the connection between letters and sounds.

Examples: Notice that names beginning with the letter "J" make the same sound (Jesse, Jasmine, Joshua, Jason). Write a save sign for their block structure by writing "SV". Notice rhyming words in nursery rhymes. Notice repetitive words in familiar stories, e.g. *The Grouchy Ladybug*.

- **recognize several printed words.**

Children will name several words that are familiar to them in their environment.

Examples: Recognize their first and/or last names, and stop, exit and art center signs.

CONTENT STANDARD—Cognitive Development

Language and Literacy

Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **use symbols or drawings to express thoughts, feelings and ideas;**

Children will draw or “write” about their experiences.

Examples: Draw a representation of the school bus getting a flat tire and explain the picture. Make a book from paper and “write” the school bus story using scribbles, letter-like symbols or letters to retell the school bus incident.

- **print or copy their first name; and**

Children will use a sample or will independently print their first name.

Examples: Make scribbles to represent their names on artwork. Use computer or letter stamps to write names. Write their names from memory.

- **use letter-like approximations to write words or ideas.**

Children will develop an awareness of letters and the connection between oral language and writing. They will “write” words on paper without a sense of top or bottom, left to right or letter order in a word. Children may also use letter or word stamps, a computer or a typewriter.



Creative Expression/Aesthetic Development

Program Goals

By the end of preschool, children will:

- use different art forms as a vehicle for creative expression and representation; and
- develop an appreciation of the arts.

Content Standards

Preschool programs will provide children with opportunities to:

- exhibit curiosity about and explore how materials function and affect the senses;
- create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media;
- represent fantasy and real-life experiences through pretend play;
- engage in musical and creative movement activities; and
- describe or respond to their own creative work or the creative work of others.

CONTENT STANDARD—Creative Expression/Aesthetic Development

Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- use a variety of art materials and activities for sensory experience and exploration; and

Children will experiment with different ways to use art materials. Children will experience materials of different textures and smells.

Examples: Use a variety of tools to paint and draw (e.g., brushes of different sizes, sponges, straws, felt-tip markers, pencils, crayons and chalk); manipulate Play Dough or clay by pounding, squeezing, rolling, cutting and making objects; and prepare and eat a variety of foods.

- elect to use the art media.

During learning center or choice time, children will choose to engage in a creative art activity.

CONTENT STANDARD—Creative Expression/Aesthetic Development

Preschool programs will provide children with opportunities to create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **demonstrate the ability to represent experiences, thoughts and ideas using several art forms; and**

Children will select different art materials (e.g., tempera paints, items for collages, markers, wood) to represent thoughts, ideas and experiences, using a few details.

Examples: Paint a picture of their family, using a relative scale of body size; build a village from unit blocks based on their knowledge of what belongs in a community (e.g., houses, roads, hospital, grocery store); and draw or write signs for block structures.

- **use a variety of visual art media for self-expression.**

Children will select different media to express emotions and ideas.

Examples: Draw a picture, using different colors; vary the intensity of strokes and combine colors. Faces of figures drawn will include smiling, sad or crying faces.

CONTENT STANDARD — Creative Expression/Aesthetic Development

Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- assume the role of someone or something else and talk in the language/tone appropriate for that person or thing; and

Examples: Pretend to be the baby of the family — crawl on the floor and make “baby sounds;” assume the role of firefighter — wear appropriate dress, pretend to use a hose and ride on a fire truck.

- engage in cooperative pretend play with another child.

A child will take on a role in pretend play, interact with another child who is also in a pretend role, and will engage in a play sequence.

Examples: One child will pretend to be sick: “Doctor, I have the flu and I have a headache.” The other child takes on the role of doctor and says, “Please come into my office so that I can take your temperature.” The cooperative play continues for at least five minutes.

CONTENT STANDARD—Creative Expression/Aesthetic Development

Preschool programs will provide children with opportunities to engage in musical and creative movement activities.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments;**

Children will willingly participate in singing songs, finger plays, musical games and other musical activities.

- **initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs; and**

Children will select musical instruments or use tape recorders during learning center time. They will spontaneously sing songs.

- **participate in creative movement and dance.**

Children will engage in a variety of movement and dance activities individually and in a group.

Examples: Move in spontaneous and imaginative ways to music; dance to different kinds of music (e.g., ethnic, jazz and classical); and use props such as scarves or kites to express individual and group ways of moving.

CONTENT STANDARD—Creative Expression/Aesthetic Development

Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others.

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

- **use oral language to explain or describe or ask questions about a work of art; and**

When asked "Can you tell me about your picture?", children will describe the drawing or painting. When asked "What do you think this picture is about?", children will give an explanation.

- **express interest in and show appreciation for the creative work of others.**

Children will respond in various ways to the creative work of others, e.g., through body language, facial expression or oral language.

Examples: Sway, tap, hum, smile while listening to recorded music; observe, applaud classmates or others as they engage in creative movement, singing or playing musical instruments.

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